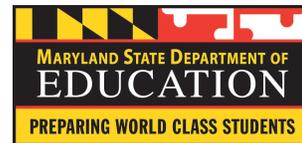


# Teacher Induction, Retention, and Advancement Act of 2016

## Workgroup

### Materials of Interest

August 2, 2016 Meeting



## **Chapter 740 (SB 493) Teacher Induction, Retention, and Advancement Act of 2016**

[http://mgaleg.maryland.gov/2016rs/chapters\\_noln/ch\\_740\\_sb0493e.pdf](http://mgaleg.maryland.gov/2016rs/chapters_noln/ch_740_sb0493e.pdf)

Statute that requires the State Department of Education to establish a workgroup, the participants, sets forth the elements to be reported on and the dates (November 1, 2016, November 1, 2017, and December 1, 2021) by which the interim and final reports must be submitted to the governor.

### **Materials of Interest by Committee**

#### **Committee I: Recruitment**

##### **Annotated Code of Maryland, Educator Article §6-112 State and Local Aid Program for Certification or Renewal of Certification (National Board Grant)**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-112&ext=html&session=2015RS&tab=subject5>

This statute sets forth the State and Local aid for teachers that peruse National Board Certification. The State Board of Education (SBOE) is to select a maximum of 1,000 teachers to participate in the program and adopt regulations (COMAR 13A.07.08) that establish procedures for submitting applications and criteria for selection of candidates. Reimbursement is provided to each teacher in the amount equal to the certification fee charged by NBPTS. The LSS must pay 1/3 and the State pays 2/3. Finally, if a teacher does not complete the program they are required to repay the state the full amount.

##### **Annotated Code of Maryland, Educator Article §6-306 County Grants for National Certification (Annual Stipend)**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-306&ext=html&session=2015RS&tab=subject5>

This statute defines the monetary incentives that may be awarded to specified teachers. As of July 1, 2016 classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a comprehensive needs school will be eligible to receive a stipend up to \$2,000.00. Classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a non-comprehensive needs school are eligible to receive a stipend up to \$1,000.00. Local School systems can implement more stringent standards. As of July 1, 2017, the stipend will increase to \$4,000.00 for classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a comprehensive needs school.

**Annotated Code of Maryland, Education Article §6-705. Reciprocity in Certification of Teachers**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-705&ext=html&session=2015RS&tab=subject5>

This Statute allows the State Superintendent to make an agreement with the appropriate educational authority of any other state to provide for reciprocity in the certification of this teachers. It also allows the State Superintendent the authority to accept the accreditation for certification purposes of a teacher preparation program from another State.

**Annotated Code of Maryland, Education Article §11-208. National Accreditation**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=11-208&ext=html&session=2015RS&tab=subject5>

This Statute requires Institutes of Higher Education that offer a program of undergraduate or graduate studies leading to the educator certificate to have National Accreditation. Schools with a full time enrollment of under 2,000 students or those that are recognized as a school of fine arts or music may apply for a waiver of accreditation requirement. National accreditation is defined as teacher education accreditation by an accrediting agency recognized by the U.S. Department of Education and endorsed by the Department.

**COMAR 13A.12.01.04 Options for Obtaining Initial Certification in Maryland**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.04.htm>

This regulation sets forth the ways an individual can obtain a Maryland educator certificate. The routes include completion of a Maryland Approved Program, and Approved Out-of-State Reacher Preparation Program or a program leading to a specialist, administrator, or supervisor; the Approved Professional Experience route; and Transcript Analysis.

**COMAR 13A.12.01.05 General Requirements for Professional Certificates**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.06.htm>

This regulation sets forth the general requirements to hold a professional certificate in the state of Maryland.

**COMAR 13A.12.01.06 Professional Certificates**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.06.htm>

This regulation outlines each of the professional certificate options in MD, including the Advanced Professional Certificate. Please note COMAR 13A.12.01.06E(1)(d)(iii) in reference to National Board Certification as an option for APC.

## **COMAR 13A.07.08 Incentive Programs for Certification by the National Board for Professional Teaching Standards**

[http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.08.\\*](http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.08.*)

This regulation establishes the criteria for the section of public school candidates who are eligible to receive financial aid to pursue initial certification or renewal by the National Board for Professional teaching Standards. Defines **Educator Article §6-112**

## **Overview of Teacher Incentives by State Prepared by: Aidan DeLisle, Governors Summer Intern 2016 (Attachment I)**

This document provides a brief summary of the incentives offered by each state.

## **National Board Certified Teachers and Student Achievement: Prepared by Griffin S. Riddler, Summer MSDE Intern, August 2015 (Attachment II)**

This literature review provides an overview of 9 studies, which focused on the link between National Board certification with student achievement.

## **Loan Forgiveness Programs in Maryland**

### **Janet L. Hoffman Loan Assistance Repayment Program (LARP)**

[http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog\\_larp.asp](http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog_larp.asp)

Individuals who provide public service in Maryland State or local government or nonprofit agencies in Maryland to low income or underserved residents.

### **The Nancy Grasmick Teacher Award**

[http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog\\_larp.asp](http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog_larp.asp)

The Nancy Grasmick Teacher Award provides loan repayment assistance to those teachers that have qualifying student loan debt and have taught in Maryland for the past 2 years

## **Committee II: Preparation**

### **Maryland Institution Performance Criteria (IPC) based on The Redesign of Teacher Education**

[http://marylandpublicschools.org/MSDE/divisions/certification/progapproval/docs/InstitutionalPerformanceCriteria\\_09032014.pdf](http://marylandpublicschools.org/MSDE/divisions/certification/progapproval/docs/InstitutionalPerformanceCriteria_09032014.pdf)

The IPC was based on the Redesign of Teacher Education and provides the framework for the on-site reviews and reporting elements for program approval. There are five components; strong academic background; Extensive Internship; Performance Assessment; Linkage with PreK-12 priorities; and State Approval/(NCATE/CAEP) Accreditation Performance Criteria.

## **Paradigm Shift 2016; Bringing Maryland’s Teacher Preparation Policies into the 21<sup>st</sup> Century (Attachment III)**

This white paper prepared by the Deans and Directors of Maryland Schools of Education, the Maryland Association of Directors of teacher Education at Community Colleges, and the Maryland Association of Colleges of Teacher Education provides a historic overview of the policy framework for teacher preparation programs, suggested strengths and weaknesses and recommendations for revisions. At the forefront this paper highlights the need to review and redesign the current IPC standards.

### **Committee III: Induction**

#### **COMAR 13A.12.01.06A. Professional Eligibility Certificate**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.06.htm>

This regulation sets forth the general requirements to hold a professional eligibility certificate in the State of Maryland.

#### **COMAR 13A.07.01.09 Reporting Requirements**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.01.09.htm>

#### **Various Articles/Reports Regarding Induction Best Practices**

**“Research Matters/Improving Teacher Induction,” Educational Leadership, May 2005**

<http://www.ascd.org/publications/educational-leadership/may05/vol62/num08/Improving-Teacher-Induction.aspx>

This article briefly touches on the past efforts to address teacher induction and offers a number of best practices to consider when creating an induction program in a school or district.

**“Increasing the Effectiveness of Educator Induction in the State of Colorado,” New Teacher Center, April 2013**

[https://newteachercenter.org/wp-content/uploads/ntc\\_co\\_induction\\_report-201305.pdf](https://newteachercenter.org/wp-content/uploads/ntc_co_induction_report-201305.pdf)

This report looks closely at the induction efforts in Colorado with the help of the New Teacher Center. It includes a look at current Colorado laws on induction. The report examines policy suggestions to support best practices.

**“Improve new teacher induction and mentoring, Pennsylvania State Education Association, January 2014**

[https://www.psea.org/uploadedFiles/LegislationAndPolitics/Solutions\\_That\\_Work/STW-ImproveNewTeacherInductionAndMentoring.pdf](https://www.psea.org/uploadedFiles/LegislationAndPolitics/Solutions_That_Work/STW-ImproveNewTeacherInductionAndMentoring.pdf)

This brief report offers ideas on how to approach induction and mentoring in Pennsylvania including a look at best practices for induction policy.

**“Teacher Induction Programs: Trends and Opportunities,” American Association of State Colleges and Universities, October 2006**

<http://www.aascu.org/uploadedFiles/AASCU/Content/Root/PolicyAndAdvocacy/PolicyPublications/TeacherInduction.pdf>

This paper provides a brief summary of how some states address induction. The paper encourages all states to examine their induction practices, including a paragraph on the relationship between U. Alaska and the Alaska State Department of Education.

## **Committee IV: Retention**

### **Statewide Causes of Separation Data (Attachment IV)**

This document provides a statewide look at the data regarding why teachers leave in the first 5 years of employment.

### **“State Information Request: Teacher attrition data,” Education Commission of the States, June 23, 2016**

**Provided by: Dr. Nancy Shapiro, Workgroup Member**

<http://www.ecs.org/state-information-request-teacher-attrition-data/>

This brief includes information on state level data regarding teacher attrition. It also contains information on alternative certification, financial incentives, induction and mentorship, evaluation, and teacher leadership.

## **Committee V: CAEP**

### **Annotated Code of Maryland, Education Article §11-208. National Accreditation**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=11-208&ext=html&session=2015RS&tab=subject5>

### **COMAR 13A.07.06.01 Program Approval**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.06.01.htm>

### **Proposed Amendments to Education Article §11-208. National Accreditation (Attachment V)**

Draft language represents discussions that occurred during the July 19, 2016 meeting.

### **Connecticut Senate Bill 382**

**Provided by: Dr. Nancy Shapiro, Workgroup Member**

<https://legiscan.com/CT/bill/SB00382/2016>

This bill passed on June 10, 2016 requires the Department of education and Office of Higher Education to enter into an agreement with the Council for the Accreditation of Educator Preparation Programs (CAEP).